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ABSTRACT

In a 5-day campus visit, a consultant explored the leadership role the College of Education can play in helping the Pennsylvania State University embrace sexual diversity, enhance curricular offerings, promote research and scholarship, and provide outreach services to various constituencies through various media. The visit included interviews with more than 20 faculty, students, administrators, alumni, and staff members and the review of campus documents. To date there have been no outreach efforts to lesbian, gay, bisexual, and transgender (LGBT) students by the College of Education, although there have been limited efforts by faculty and staff working individually. There is a limited availability of university courses with focus on or integration of LGBT issues, with uneven support for graduate research and little communication among faculty members about LGBT scholarship. Local school district administrators expressed the need for outreach about LGBT issues from the College of Education. Community agencies show that there is significant scope for partnership efforts, and the site visit showed that there are external funding services available for an agenda of outreach and research on LGBT youth and educational issues. The report includes a series of recommendations to achieve such an agenda. Seven appendixes provide supplemental information including a statement of principles about multiracial-multigender education from the state of Pennsylvania. (Contains 34 endnotes.) (SLD)

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FORENSIC STUDY VISIT
November 11-15, 2002

"Organizing Sexualities Work at PSU"

A Report Prepared by

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A Visit Supported by

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COLLEGE OF EDUCATION
THE PENNSYLVANIA STATE UNIVERSITY

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EXECUTIVE SUMMARY

Thirty years have passed since the College of Education at Penn State University refused to sign-off on licensure of a gay man seeking to enter the teaching profession. Since then, there has been significant progress in making Penn State and the education profession more inclusive for LGBT students, staff, and faculty as well as more attentive to their concerns. This report, funded by the Program Development Fund for Outreach within the College of Education, explores how this progress can be extended. Specifically, what leadership role can the College can play at Penn State to embrace sexual diversity, enhance curricular offerings, promote research and scholarship, and provide outreach services to various constituencies through the World Campus, public broadcasting, continuing education credit, and statewide campus activities?

A five day campus visit by consultant James T. Sears included interviews with more than twenty faculty, students, administrators, alumni, and staff members as well as review of various documents. This report details the meager outreach efforts on LGBT-related issues at Penn State. There has been no College of Education initiative to foster outreach efforts related to LGBT issues. What outreach exists in the College is the result of individual efforts of faculty and staff. These limited efforts parallel a significant need (and opportunity) for outreach such as offering Act 48 Ongoing Professional Development Credits, working in the state's Intermediate Units, developing one or more World Campus courses, and producing a radio or television program.

This report also documents the limited availability of university courses with focus on or that integrate LGBT issues, uneven support for graduate research, and little communication or collaboration among faculty on LGBT scholarship. Although several faculty members in the College of Education are engaged in LGBT research or teaching, there is little awareness of these efforts outside of the College. Coordinated outreach-related efforts could not only enhance faculty visibility but serve as a catalyst for professional development opportunities on LGBT educational issues in the Commonwealth and facilitate external faculty research funding.

Local school district administrators expressed the need for outreach initiatives for their staff from the College of Education. Here, again, there are significant outreach opportunities through agencies and professional organizations, ranging from the Central Pennsylvania Psychology Association to the Office of Vocational Rehabilitation—Disabilities. There, too, are opportunities to partner with other units at Penn State for interdisciplinary projects, including the extension unit of the College of Agriculture as well as the College of Health and Human Development.

Such College outreach efforts—in the form of courses or programs, workshops, institutes, and conferences, collaborative partnerships, or a center—was supported by Penn State College of Education faculty and staff members interviewed for this study. Outside of the College, some faculty and staff members also expressed interest in becoming involved with a LGBT-related CoE initiative. At present, however, no initiatives exist and there appears to be little consideration of such efforts vis-

à-vis LGBT issues in the College's initiatives on at-risk students and work in rural communities. As one education professor commented: "Among the Dean's four initiatives, one is cultural diversity, shouldn't that include sexual orientation?"

There is no permanent course with exclusively LGBT content at Penn State. The College of Education has offered special topics courses (e.g., Counseling LGBT Clients, CNED 597), and has several courses in which LGBT issues are substantively included. There, too, is some integration of LGBT issues at the undergraduate level of the CoE, most notably Role of the Resident Assistant (CNED 302). Such course experiences are almost all housed within the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services.

Within the College of Education (like the University as a whole), there are few opportunities for cross-communication or the development of inter-departmental teaching, outreach, or research related to LGBT issues. The absence of opportunities to cross program and departmental borders hinders efforts to obtain external funding or to engage in partnerships with entities outside Penn State in this area. This also makes it more difficult for graduate students with LGBT interest outside to pursue such research.

Finally, this visit determined that there are external funding sources available for a College of Education agenda of outreach, research on LGBT youth and educational-related issues. Several Penn State faculty have direct professional relationships with some of these funders (e.g., Gill Foundation, National Institute for Child Health and Human Development). Moreover, although there has been no systematic and sustained Penn State effort to identify and target gay/lesbian alumni as donors, the infrastructure and individual resources exist should the College of Education have a specific agenda related to LGBT issues and someone designated to push it forward.

A series of recommendations are provided for consideration by the College of Education, many of which relate to its outreach efforts (pp. 31-32). These include:

- ✓ There are Education faculty and staff members (and occasional students) who teach, conduct research, or pursue outreach activities related to LGBT issues or themes. And, it is from this core group that any College of Education initiative should be explored and developed. The appointment of an *ad hoc* committee of these individuals could facilitate this process. From this temporary group a more permanent cadre of faculty and staff could emerge to implement any long-term initiatives.

- ✓ Develop a multi-year professional outreach development plan that could include: 1) offering professional forums or workshops delivered locally and in collaboration with other regional campuses and faculty; 2) working in the state's Intermediate Units who are charged with providing curricular and instructional support; 3) developing one or more World Campus courses; 4) holding a summer institute or international conference, focusing on issues ranging from bullying and at-risk issues, to matters of to matters of pedagogy and curriculum, to career advisement and conversion therapy; 5) producing a radio series or television

program on LGBT youth and school-related issues through dissemination via the PBS network.

- ✓ Work with individuals in the Office of the Vice-Provost for Educational Equity to secure university support and external funding for an outreach center on research and pedagogy that is focused on prejudice reduction and anti-oppression education, including, but not limited to racism, anti-Semitism, heterosexism, classism, and sexism.

INTRODUCTION

During the summer of 2002, faculty members from the Department of Curriculum and Instruction and the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services submitted a proposal to the Associate Dean for Outreach, Cooperative Extension, Technology, and International Programs entitled: "Organizing Sexualities Work at PSU." Its purpose was to "explore the possibility of focusing and coordinating the various extant PSU efforts to understand and support lesbian, gay, bisexual, & transgender research, teaching, and outreach efforts within our college."[1] Writing in support of this proposal, the Chairperson of the Department of Curriculum and Instruction observed: "There have been only minimal efforts at providing this organized and focused LGBT support and I hope through your proposal that the funds to begin a concerted effort can become available."[2]

Funded by a small grant from revenue generated through the College's outreach mission, this proposal identified Dr. James T. Sears as the consultant who would spend five days at Penn State for a series of one-on-one discussions with faculty members, administrators, staff, alumni, and graduate students. The proposal specified that he would prepare and submit a report.

The initiators of this proposal–Drs. J. Dan Marshall and Brandon Hunt–provided a tentative list of sixteen persons from whom to collect on-site information. This was reviewed and expanded upon by James Sears based on preliminary e-mail correspondence with these individuals as well as in interviews during his one-week visit. Ultimately, twenty-two persons were interviewed on the University Park campus during the week of November 11 and two others were reached via telephone following the visit (see Appendix A for list of interviewees and Appendix B for Sears' final itinerary).

The interview process generally lasted between thirty and sixty minutes. Hand-written notes were taken; these were transcribed shortly after each interview. A draft of this report was shared with each participant to insure accuracy.

Prior to his visit, Sears provided to each interviewee a detailed statement of the purpose of this funded activity, his educational and research background, and three major challenges identified by the initiators of the grant proposal:

> 1.) Determine the nature and extent of outreach efforts, specifically in the helping professions (e.g., education, counseling) related to sexualities;
> 2.) Determine what work is going on in various academic units vis-à-vis sexualities, with particular focus on lesbian, gay, bisexual, and transgender issues;
> 3.) Determine the viability of an interdisciplinary center, housed in the College of Education, to foster funded-research, support interdisciplinary teaching, extend professional outreach, and provide opportunities for an advance graduate degree.

This report is organized around these three challenges followed by a set of short, mid, and long-term recommendations. It concludes with an

historical overview of efforts at Penn State and in the education profession to address LGBT issues and concerns.

NATURE & EXTENT OF OUTREACH EFFORTS

What meager outreach efforts on LGBT issues exist are the result of individual efforts of College of Education faculty and staff members. These range from volunteer work with the LGBT advocacy groups such as The Statewide Pennsylvania Rights Coalition to the Lesbian, Gay, Bisexual and Transgender Switchboard of the AIDS Project Boards. There has been no College initiative to foster outreach efforts related to LGBT issues. The opportunities and need for such College of Education outreach venues are apparent in school districts, state agencies and professional organizations, as well as other Penn State campuses.

SCHOOL DISTRICTS

Among the 501 school districts in Pennsylvania, only a few have Gay/Straight Alliances (e.g., Westtown School, North Hills in Pittsburgh). There are three chapters of the Gay Lesbian Straight Educators Network (GLSEN) in the state (Philadelphia, Pittsburgh, and Bethlehem) and eighteen Parents and Friends of Lesbians & Gays (PFLAG), chapters, including one in State College. Lower Merion, in Montgomery County, is one school district in the state that offer health benefits to the partners of gay and lesbian employees. In September, New Hope became the seventh municipality in Pennsylvania to have non-discrimination ordinances protecting gay, lesbian, bisexual, and transgender citizens. The Borough of State College protects individuals from housing and public accommodation under its Fair Housing Ordinance, but provides no protection for employment. And, the newly passed hate-crimes legislation is now inclusive of "actual and/or perceived sexual orientation and gender identity."

Pennsylvania is one of five states (Alaska, Connecticut, Florida, Utah) that has school administrative codes with sexual orientation in the list of categories on which teachers, administrators, and other school personnel are barred from discrimination against students and co-workers (for a historical overview of LGBT-related issues in education, see pp. 34-36). "Administrators," states Lambda Legal Defense attorney David Buckel, "jeopardize their licenses, potentially, if they do not take sexual-orientation discrimination seriously."[3] Pennsylvania's code of professional conduct expressly prohibits any professional licensed by the state, such as teachers and school counselors, from discriminating on the basis of sexual orientation. [22 Pa. Code 235.4(4)] It should be noted that the Pennsylvania Professional Standards and Practices Commission is responsible for enforcing the PSPC Code of Ethics. This group has the ability to suspend the license of any teacher or administrator who violates the Code of Ethics. Discrimination based on sexual orientation directed toward a student is a stated violation of this Code of Ethics. Pennsylvania also has prohibited discrimination based upon sexual orientation in its education code. [22 pa. Code 5.4]. A statement of equity principles was also adopted that calls for "multiracial-multicultural-non-sexist" curricula K-16 and that reiterates the state education regulation prohibiting discrimination. (See Appendices C and D)[4]

The local context is one in which no support group for youth exists (community gay youth groups are in other Pennsylvania regions including Common Roads in Harrisburg, Main Line Youth Alliance in Wayne, and the Attic–the largest LGBT youth center in the Philadelphia area). Although a local Parents & Friends of Lesbians and Gays (PFLAG) chapter is active, its work has lessened in recent years. A few LGBT or questioning adolescents occasionally appear on campus for social or organizational activities (which, itself, presents problems since these are designed for and attended by college-age youth). Most local LGBTQ youth remain closeted connecting to others via the Internet or in larger cities.[5] In desperation, one State College gay youth wrote several years ago the following anonymous electronic message:

> I graduated from a high school in central Pennsylvania that is one of those schools that "fails" in many regards. Although it is in a university community with many very educated people, the school does not provide a safe environment for its many lesbian and gay students. While there are have been several attempts made to develop some kind of support "team" (if I may call it that), there has never been any success, partially due to a fear of exposure in the community and the school district. So, this is why I am writing to you. I am hoping that you might be able to send materials to the school, so that good information might finally get into the right hands and possibly do some good.[6]

During testimony on whether to adopt an anti-gay non-discrimination policy in the State College Area School District, young persons addressed the school board:

> I have spent seven of my past eight years living in fear, isolation, anger and hopelessness because I am gay," said Nathan Miller, 20, at the State College Area School District's public hearing on the issue. Through tears, he explained how he felt so worthless that suicide once seemed his only option. Jesse Belsky, a State High student, said he didn't want students to continue to be abused physically, mentally or verbally at his school. He said: "I attend a school in which the learning process has been disrupted by fear and hatred…. Make liberty and justice that we stand up for every day a reality.[7]

The absence of a safe environment for LGBT youth in the State College area was underscored by one education professor who advocated "greater emphasis on violence, prevention, bullying, and prejudice reduction" related to LGBT outreach efforts by the College of Education. Another spoke about the need to do more at the high school level, recalling one student who had to be home-schooled due to harassment. "It is difficult to be affirmative in this context." A few school district support staff members also have voiced the need for some type of youth support program. However, given the past district history of addressing LGBT issues, this has been met by administrative pause. The most direct support to date has been what one school administrator described as a "very effective panel" composed of gay alumni and their parents along with several college students. The panel, however, was only for support staff. No workshops or other educational efforts to directly serve LGBT students or their families have been made.

The absence of any proactive efforts in the State College Area School District is, in part, related to its ideological and geographic diversity. It covers 150 square miles and serves more than 8000 students. And, it has experienced its share of controversies surrounding efforts to address LGBT issues in the schools:

- A district diversity committee planned a series of presentations and workshops on a wide variety of diversity topics, including two workshops to help teachers understand some of the difficulties facing gay and lesbian youth. A few members of the diversity committee leaked information to their religious congregations. Although the superintendent cancelled the sessions, the board overturned the decision and the in-service proceeded without incident. Many teachers who attended the gay/lesbian workshops expressed positive comments about the need for the information received, and how much they had personally benefited the session.

- Later that spring, the State College Area School District began considering whether to LGBT to its non-discrimination policy that would cover students and all staff. The controversy that occurred let to a more circumscribed change focused on the sexual harassment policy for students. This eventually resulted in its passage, a lawsuit by an irate Christian parent, and controversy that spilled-over to local elections. Two years later the three-judge panel of the U.S. Court of Appeals for the Third Circuit unanimously invalidated the school district's Anti-Harassment Policy as being "overly broad," violating the free-speech right of Christian students to speak out against homosexuality. The American Civil Liberties Union's Lesbian and Gay Rights Project, however, said the ruling did not necessarily apply to anti-harassment policies in general because this school district's policy was "extraordinarily detailed and expansive—and goes far further than typical school anti-harassment policies."

Such difficulties evidence the need—expressed by two district administrators—for outreach initiatives from the College of Education. Specifically, the school district could benefit from professional forums or workshops offered at the Penn State campus or in community settings that would meet the needs of middle school and high school students and their parents. If an already identified core group of Penn State faculty and staff could be supported and encouraged, such individuals could put together such a forum or workshop which would qualify for Act 48 Ongoing Professional Development Credits.

District administrators also noted that the CoE has been effective in providing professional conferences, notably the Autism Conference. These administrators felt that such a LGBT-related workshop or conference would be positively received, particularly if is also met the needs of educational professionals with particular focus on bullying, issues of diversity, providing affirmation. The comments of both of these administrators are relevant here:

> Diversity in this community is important because of difficulty in keeping diverse people here. The bulk of the population does

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> accept diversity but the problem is how to apply their beliefs. We need affirmation skills.
>
> I don't see the community as being particularly open to diversity–ethnicity, gender, race, sexuality. They think they are but they aren't. They don't know how to be. But, how do you accept other populations if you've never experienced them?

These observations were echoed in conversations with education professors: "The College of Education needs to educate people in the surrounding community about basic information replacing fear and ignorance with respect and knowledge." Another faculty member who is a committed LGBT ally, observed "I am sitting here in a seat of privilege and power wearing my wedding band." Observing that many of those living in nearby communities "have a white-knuckled grip on the world," the person explained that it was too much for LGBT folks to teach and to advocate on their own.

This context in which educators with, at best, limited knowledge and skills, interact with LGBT students, faculty and parents–duplicated many times over in school districts throughout the state–presents an outreach opportunity, if not responsibility, for the College of Education. Should the College initiate outreach efforts in the form of courses or programs, workshops and conferences, collaborative partnerships, or an institute/center the effect, according to education professors who were interviewed, the impact would be very positive. "Penn State sets a tone for the town and this will have an impact on the School district." Another faculty member exclaimed, "What a gift it would be to train teachers to pick up [on suicidal] messages from kids in the classroom. We need to work with professionals on the front lines!" A third offered that such proactive and sustained efforts will be "more meaningful if it comes from land grant institution rather than an urban area. This makes it more mainstream."

One administrator perceptively asked, "How might their [faculty members'] work within a rural environment or doing at-risk issues be impacted by also doing LGBT work in their community and school district outside of Philadelphia and Pittsburgh?" At present, there appears to be little consideration of this question as the relationship drawn between at-risk students or work in rural communities vis-à-vis LGBT issues is not evident. As one College of Education faculty member knowledgeable on at-risk issues observed, "Although it needs to be integrated into at-risk issues, currently it is not." Similarly, another professor declared: "Nothing is being done for rural kids in anti-prejudice reduction efforts." These outreach efforts could be facilitated through current College of Education search committees. Interestingly, neither the recently advertised positions in rural education or at-risk youth mention LGBT youth or issues. The degree to which either search committee has factored this into their process is unknown. But, as one education professor commented: "Among the Dean's four initiatives, one is cultural diversity, shouldn't that include sexual orientation?"

State Agencies, Support Centers & Professional Organizations

Another source of potential outreach work that has not been developed is state agencies and professional organizations. In some cases, work is already ongoing but lacking a university partnership; in other situations, the need is apparent but no action has been forthcoming.

For example, the Office of Vocational Rehabilitation–Disabilities could become an outreach site for agency workshops on issues of client disclosure and facilitating their work in hostile environments or creating spaces for coming out. Similarly, professional training and credits could be provided through outreach efforts in the form of summer institutes via Continuing Education and the APA Consortium (Counseling, Clinical, and School Psychology) or the Central Pennsylvania Psychology Association. Related associations where outreach efforts could be explored include: the Pennsylvania Association for Gay, Lesbian, Bisexual & Transgender Issues in Counseling, a special interest group of the Pennsylvania Counseling Association; The Pennsylvania School Counseling Association; and, the Association of Gay and Lesbian Psychiatrists, based in Philadelphia, which publishes the *Journal of Gay and Lesbian Psychotherapy*.

Another example of potential professional outreach and collaboration is through higher education associations, particularly NASPA and ASHE. In 2001, NASPA inaugurated an LGBT Summit that brought together practitioners and scholars. It also sponsors small education conferences, such as one on late night programming recently hosted by Penn State. Although both organizations are committed to career training and CAS standards for LGBT Centers have been adopted, there is no educational institution that provides certification or significant coursework for individuals seeking to focus on such work.

Additionally, the extension unit of the College of Agriculture at Penn State does outreach in every county of the Commonwealth. These efforts include development and family life and, as such, provide another example of a potential cross-college collaboration that could address LGBT issues. Similarly, forums and workshops designed by Penn State faculty and staff could be focused specifically on the needs of those working in the state's Intermediate Units (IU's) who are charged with providing curricular and instructional support for all of Pennsylvania's schoolteachers and administrators.

Finally, working with state agencies, IUs, and professional organizations, a cadre of Penn State faculty could develop a radio or television series on LGBT youth and school-related issues through dissemination via the PBS network.

Other Campuses in the Commonwealth Educational System

The Commission on Lesbian, Gay, Bisexual, and Transgender Equity at Penn State includes members who work in the Commonwealth Educational System other than University Park (for an overview of the Commission and the history of LGBT efforts at Penn State, see pp. 33-34). Its current co-chair is located on the Altoona campus. Over the years, there has been some cross-campus collaboration in academic, research,

or professional outreach activities related to LGBT issues. One example is a recent all-day conference on gay and lesbian youth held at Penn State DuBois with featured speakers and two presentation tracks, including the option for Continuing Education Credits.

Other campuses have both faculty and programs where greater collaboration would be feasible. For example, the Masters program in clinical psychology at Penn State Harrisburg provides training and supervision for those interested in working with LGBT Clients through the Division of Behavioral Sciences and Education, offering internships for their students. The Penn State Downtown Center currently offers a "Diverse Community Lecture Series," which has included programs this fall such as "Cultural Sensitivity: African-American Response to Gay, Lesbian, Bi-sexual and Transgender Issues" and "Gay and Lesbian Harassment Issues." Through these other campuses and the state's Intermediate Units, Penn State faculty could disseminate targeted forums and workshops to other school districts surrounding these campuses.

Hence, the presence of such individuals and activities provides additional resources for outreach and collaborative activities—as well as additional faculty, students, and staff for interdisciplinary initiatives. Through the World Campus, for example, courses could be offered with LGBT-related content, providing credit-bearing educational opportunities to educators and other social service workers across the country and around the world. Here, Penn State faculty could be supported to translate newly developed LGBT-related workshops and forums into courses. These offerings could also dovetail with the undergraduate courses under development for the proposed undergraduate minor or the current graduate courses offered in the College of Education. At present, there is little competition in this market. On-line education is being done by Professor Esther Newton who is offering a gay and lesbian studies course at SUNY-Purchase for a per student fee of approximately $500. There appears to be no such offerings for professionals working with LGBT youth or interested in LGBT-educational related issues.

LGBT Work Within & Between Academic Units

Campus Climate & the Curriculum

From the vantage point of over a decade, the Penn State campus climate has improved for LGBT faculty, staff, and students.[8] As one professor in the College of Liberal Arts exclaimed, "My department has been transformed over the past ten years!" Nevertheless, the campus and the surrounding community remain far from inclusive or gay-friendly. "This is a pretty tough place for LGBT folks and not a particularly inviting campus," observed one longtime faculty member who has served for several years on the Commission. "It can be a dangerous place to be out." An administrator also relayed the incident of a fellow administrator who requested his/her name be deleted from the Lesbian, Gay, Bisexual Support Network list because of concerns of career advancement. Further, the gay and lesbian community remains largely invisible on campus. Even the list of Commission members is not publicly available or posted on its website due to concern of some about possible repercussions. As one professor who has been on campus for more than two decades and now serves on the Commission observed, "The LGBT community is virtually invisible…. As someone who is outside of that community, it seems that there is a very low profile."

Most of those interviewed for this study also mentioned–expressing various degrees of discouragement–the failed efforts to secure partner benefits; some expressed the belief that these efforts had dwarfed other initiatives. As one individual opined: "The Commission's sole focus has been on LGBT benefits but we have forgotten about everything else–including students."[9] Similar to the Sanlo Report, this study has found participants describing Penn State's LGBT community (specifically its faculty and staff) as variously "splintered," "angry," or beaten-down. As a staff person and longtime LGBT activist confided: "There are lots of folks who are really tired, jaded, and disgruntled."

These concerns notwithstanding, significant improvement is evident for Penn State students just within the past two years. The just released Penn State Pulse data evidence a significant reduction of students hearing jokes about LGBT students (mean times in last month: 3.4 vs. 6.0) or hearing derogatory comments (mean times in last month: 3 vs. 5) within the previous month.[10] Moreover, three out of ten students claim to have become more supportive of LGBT issues since attending Penn State. Relatively few students, however, were familiar with LGBT issues or campus resources and just one-in-five reported a willingness to attend LGBT-related programs or social events (Nevertheless, the fact that 20 percent of the student body expressed such willingness evidences the enormous progress made at the University Park campus within one decade.)

Although the Sanlo Report, like the Pulse survey, was not primarily focused on academic issues, it did note the absence of academic opportunities: "Unlike the University of Illinois, University of Indiana, University of Michigan, University of Minnesota, Ohio State, and the University of Wisconsin, there is…. little in the way of LGBT-related academic opportunities."[11] The Pulse data do show about one-

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fourth of the more than 1200 student respondents taking a course focused on sexual orientation (of which there are few, see pp. 11-12) or gender identity; women and minorities were significantly more likely to have reported such an academic experience. A significant majority of women (71%) and men (63%), however, report that hearing discussions about LGBT issue in a course has influenced their attitudes about this minority group.[12] Finally, while most students (about 80%) noted their comfort if an instructor was lesbian or gay (although men [69%] were less comfortable than women [82%] taking part in a classroom discussion on sexual orientation), only a small percentage (7-11%) reported that knowing such a faculty or staff member had influenced their attitudes about LGBT persons or issues.[13]

Although these reports suggest an improving campus climate for LGBT students vis-à-vis student attitudes, progress has been slow in academics. As one interviewee remarked, "Student support and student life are very open. But we can't study it; we can't focus on it despite diversity being in the mission statement." Another observed, "We are P.C. but don't go beyond it. LGBT stops at the surface…." A few written comments on the Pulse Survey by students also evidenced a desire for additional emphasis in curricular and pedagogical issues:

- I would suggest that there is more education of those who are in the movable middle, those people who are really at one extreme or another but just need more education to make a good decision.
- A lot of educational programs are targeted at and attended almost exclusively by LGBTA students or affiliates. That isn't a bad thing, but education needs to reach those who are not LGBTA, who would not seek out opportunities to learn more about the LGBTA community.
- Get more programs into classrooms, into teacher programs etc.
- I would like to see something on queer cinema—what the best movies are the worst. Something along the lines of a presentation on the queer cinema "canon."
- I would like to see the Resource Center sponsor workshops for faculty on how to make safe classroom spaces for LGBTA students.[14]

LGBT Undergraduate Courses

Few catalogue courses are offered at Penn State that are primarily or exclusively LGBT in content. Through Women's Studies, the History Department cross-lists HIST 455 (Lesbian and Gay History)—which has been taught since 1991. Although this is an upper-level course, in principle primarily for history majors, the instructor allows anyone interested to enroll. In the College of Health and Human Development there is HD 250, Sexual Identity Over the Life Span, which is also cross-listed with Women's Studies. The former course is available every other year; the latter (which has no prerequisites) has been offered annually for over a decade, attracting a hundred students from virtually every major each time.

There have been more special topics and experimental courses taught in recent years: Straight Talk (BB H 297F), Psychobiological Perspectives on Sex and Gender (PSY 497A), Literature & Sexuality (Honors 300M); HIV AIDS Literature of AIDS (ENG 402), and a LGBT Communities course.

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More common are undergraduate courses offered throughout the university where LGBT themes or topics may be subsumed within gender and sexuality. The university-wide Freshmen Seminar also has proven to be one site of LGBT-inclusion at the initiative of a few faculty members. Among the poems used by one professor was "Faggot," expressing the negative experiences of one high school student. Although this was only one of several poems on which students could choose to write, the professor was surprised to find that it attracted a disproportionate number of students. Another course where such infusion has occurred is the Role of the Resident Assistant (CNED 302). This course for new residential assistants is offered every year, attracting 70-100 third and fourth year (and a few graduate) students who have passed the application, screening, and interview protocols. A third example is found in the Philosophy of Aging for Pre-Health Professions. A significant number of English courses, as reported by two members of the Commission, also integrate LGBT content such Victorian Literature and Introduction to Literature. In Victorian literature, for example, the focus is on how sexuality shaped literary and artistic production.

Occasionally, special topics courses have integrated LGBT-topics or themes such as Women of 911 (Geography), which included lesbians. Although no one reported that the inclusion of LGBT content in courses was controversial, one student did volunteer that a literature course with a same gender-loving focus met with some resistance since the course, apparently, was not advertised as such.

None of the regularly offered Blue Book course descriptions that focus on gender or sexuality, however, specify sexual identity, sexual orientation, or LGBT content. These include offerings in BioBehavioral Health (BBH 146, Introduction To Health And Human Sexuality); English (ENGL 135, Alternative Voices In American Literature; Education (EDUC 406, Human Sexuality); Women's Studies (WMNST 301, Introduction to Feminist Thought); Anthropology (ANTH 474 Ecology of Gender); African and African-American Studies (AAAS 201, Gender Dynamics in Africa), and Psychology (PSY 471, Psychology of Gender). According to one professor, these course descriptions were submitted to the Faculty Senate years ago and, in most cases, have seldom been revised.

Despite the clarion call for diversity across the curriculum, courses on sexual orientation and identity remain underdeveloped. As one senior faculty member who serves on the Commission stated, "It is astonishing how little is being offered…. Before joining the Commission I just assumed that there was an array of LGBT courses. I was surprised by the absence of such courses." Throughout this fall semester, the Curricular Integration Subcommittee of the Commission on LGBT Equity has been meeting to explore the development of an undergraduate minor, tentatively entitled, "Gender, Sexuality, and Identity." As part of their efforts, endorsed by President Graham Spanier, a list of undergraduate courses which included LGBT themes or topics was developed (See Appendix E).

The original recommendation was for the development of a new 100-level introductory course to be complemented by existing courses relating to this focus.[15] The minor is expected to be placed within either within the College of Liberal Arts (in Women's Studies or the College of Health and Human Development. After review by the Associate Deans of

these two colleges, it was determined that current courses relating to sexuality and gender were not adequate to meet the content needs of an LGBT minor. Subsequently, an inter-college committee has been appointed to look at the undergraduate minor with the goal of fostering several new courses that are explicitly LGBT in content. The inauguration of this undergraduate minor may provide the necessary catalyst for curriculum development in LGBT content. When asked how a possible initiative from the College of Education to facilitate outreach and teaching at the graduate level would impact the current thrust for an undergraduate minor, every individual interviewed who was associated with this effort viewed it as complementary.

LGBT Graduate Courses

At the graduate level, there are almost no options for students. There is no permanent course with exclusively LGBT content at Penn State. The College of Education has offered special topics courses (e.g., Counseling LGBT Clients, CNED 597), and has several courses in which LGBT issues are substantively included: Minorities in Higher Education; Grief and Loss Counseling (CNED 597); Prevention (CNED 542); Multicultural Counseling (CNED 507); Cross-Cultural Counseling (CNPSY 554); and Theories of Counseling (CNED 501). Outside of the College of Education, graduate LGBT-themed special topics courses have been offered, including: Literature of AIDS (English); Adv. Poetry Workshop (English); and, Queer Theory (English). For several years, a graduate level seminar in the Department of Human Development and Family Studies was offered on sexual orientation. This course, however, has not been offered for five years where enrollment was as diverse (students from French to Nursing) as it was small (eight).

One example of a professional-based coursework was suggested by an individual active on the Commission and in student services. This interviewee underscored the need for professional LGBT graduate coursework for students working in the area of student affairs. Noting the desire of an increasing number of students eager in "getting their foot in the door in this field" but with few, if any, course or program offerings at any university in the country. This is true not only in the areas of preparing students to work as residence hall directors or directors of student life but for the emerging niche position of LGBT Center directors who, until recently, have emerged from an apprentice-like program. The high turnover in this field, according to this informant, coupled with greater emphasis of universities for hiring directors with doctorate makes the development of graduate coursework or a program more important.

LGBT Scholarship & Research

There has been no systematic survey of faculty and graduate students regarding Penn State's climate for LGBT research and scholarship. In attempting to gather some information, I enlisted the assistance of the Coalition of Lesbian, Gay, Bisexual, & Transgender Graduate Students (a self-defined mostly social organization) to address three questions:

1.) Are any of you doing (or know of someone doing) LGBT related work as part of your graduate thesis/dissertation/class work?
2.) What are your concerns about doing this type of work? Basically, WHY OR WHY AREN'T YOU (or the people you know) doing such work?
3.) Do you know of, have taken, or have found courses or special topics that are LGBT related or contain LGBT content?

In distributing this brief questionnaire via the group's LISTSERV, one of its leaders admitted candidly, "Some of his (Sears') questions I could not exactly answer for lack of having a real pulse on us as LGBT grad students." This lack of knowledge (as well as the absence of any systematic effort to collect such information) suggests the dismal state of affairs at the graduate level.

For those graduate students who may be interested in pursuing LGBT-related research and scholarship, the absence of a significant LGBT academic presence and perceived support for such work presents its own challenges. One student in the College of Liberal Arts reported that his committee dissuaded him from pursuing such scholarship. According to this student, he was told it would not be seen as "serious enough" by professors and "not the best way to enter academia." A second student observed, "We were warned that this kind of work is typically not valued as much in our field.… Also it is difficult to get this kind of work published in the mainstream journals. Another student in the Department of Sociology wrote: "I personally am not doing any LGBT related work. In my first year here, I was a bit curious about it, but was told 'there isn't any good data available' and the subject was dropped. I had planned to continue pushing, but my professional interests took a different direction." Although such data are available and social science LGBT-related research is occurring on campus, this perception evidences problems in communication and support at the graduate level.

In contrast, a graduate student in the College of Liberal Arts relayed: "[M]y dissertation is tangentially on LGBTA issues and I have never received negative feedback from my professors." This student cautioned, however, "This liberal mind frame, though, should not be equated with the PSU administration and I ascribed it more to progressive professors." Similarly, a first-year PhD student in applied linguistics wrote:

> My profs seem pretty supportive of LGBT-themed research. I'm currently working on a class paper about the ways language can be used to bully people and to resist bullying. Part of the paper will specifically look at the bullying of LGBT people and their resistance. My dissertation is two years down the road, but this topic is one I'm considering. (In fact, I'd like to do a project that actually helps LGBT people change a school environment to reduce bullying.)

Another example of students outside the College of Education pursuing research directly related to education is in the Department of Communication Arts where students focus on health communications and in the History Department where one graduate student is doing a study on the sexuality of elderly people.

Concerns for pursuing such work range from "acceptance and approval from my department," to "pigeonholing myself as a "gay researcher" once I enter the job market." The perception that identification as a homosexual or pursuit of LGBT-scholarship/research poses greater liabilities than benefits extends to some LGBT-identified faculty. As one stated: "Despite university-statements on LGBT-topics, there remains a perception that "being "gay" will hurt tenure. It's fine for the students…."

Nevertheless, there is LGBT research and scholarship being conducted by faculty within the College of Education or associated with the College. These include:

- Sue Rankin: Campus climate assessment, including L GBT issues;
- Brandon Hunt & Connie Matthews: Conducted a qualitative study of lesbians with disabilities with two graduate students;
- Connie Matthews: Published several articles with work that tends to focus on affirmative counseling with LGB clients, especially on addiction treatment and training counselors;
- Kathleen Bieschke: Factors that influence gay affirmative counseling in behaviors with clients. She is also the co-editor of a book published by the American Psychological Association, *Handbook of Psychotherapy with Gay, Lesbian, and Bisexual Clients*. Other published work include a manuscript focused on research training applied to the lgb population;
- Jeff Hayes: Therapists' issues related to working with LGBT and HIV-Positive Clients;
- Mary McClanahan: Therapy experiences of lesbians and publishing in this area.

These faculty members are part of a larger, mostly disconnected core of Penn State faculty who do nationally recognized work on LGBT issues or themes. And, it is from this group of faculty members that any College of Education initiative should be developed.

There also have been education students in recent years who have pursued dissertation work with a LGBT focus. One former graduate of the Counselor Education program specialized in this area and another focused her research on athletics and homophobia within Division I schools. There, too, was a dissertation focusing on the reasons individuals choose conversion therapy and a qualitative study of lesbian stepmothers. Another student developed an instrument measuring heterosexism while a fourth dissertation focused on bisexuality using Super's Theory. Currently, two students in Counseling Psychology are working on dissertations; one examining the psychometric properties of the Klein Sexual Orientation Grid and another looking at workplace issues related for "out" lesbians.

Among faculty and graduate students interviewed for this study, no department in the College of Education other than the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services was identified as producing LGBT research/scholarship or providing coursework for those interested in LGBT issues. This also is the only unit in the College to advertise in student recruitment literature information on LGBT demographics–which, according to one professor in this department has had beneficial consequences:

> We want a diverse study body. Over the years, we have had about four to six LGBT students. All of us have been enlarged by these students' participation. Talented students have more options for graduate school and providing an environment that is gay-friendly would be positive. I don't think we would have such excellent students if we did not have faculty who treated them well and with this focus of research.

Nevertheless, there are College of Education graduate students with LGBT interest located in other departments and programs, including higher education, math education, and curriculum & instruction. For example, a student in the Higher Education Student Affairs track wrote that s/he has

> begun to gear my research toward LGBTA equity. I actually just completed a paper on Homophobia in Fraternity Life. Also, I have recently talked… about doing my thesis on the impact of LGBTA safe zone (support network) projects on campus climate…. My only concern about doing this type of work is acceptance and approval from my department.

According to College of Education faculty members, there also have been several transgender students enrolled in the masters program or undergraduate programs.

For some graduate students in departments outside of the College of Education who are interested in LGBT-related research and scholarship, the solution has been to subsume these themes or topics within a broader agenda or to pursue their research independent of professors and coursework:

> We have an article that is soon to be under review on the relationship between mental health and sexuality. Specifically we look at social stress and support processes for gay adolescents. Additionally we have another paper underway investigating the link between sexuality and victimization. Here we look at time use as a mediating link. These projects stem from our personal interests (in mental health and victimization). They are not part of our dissertations, theses, or class work. Rather they stem from our personal interests and extra curricular activities and our desire to collaborate with each other.

Nevertheless, there have been dissertations directly related to LGBT issues. The level of visibility, however, is low. A one-day conference held on campus in October 2001, "To Make You Feel Proud: Gender & Sexuality Studies at Penn State," centered on undergraduate and graduate presentations. Although invitations were extended through various communication channels, very few students were represented from departments outside of English. One faculty member involved in this conference was "surprised by the lack of visibility of graduate students compared to those of undergraduates and faculty. Graduate students are somewhat invisible." This lack of visibility is evident in the absence of collaboration (or even communication) among graduate students across university departments, as noted by one staff member:

> I am working with four graduate students (two self-identify as heterosexual and two as gay men) who are doing queer focused research…. There is a need for a centralized location for students to do this research since they are all in different departments and, therefore, have little or no contact with each other.

The desire for collaboration and networking was evident among faculty, staff, and students with whom I spoke. One faculty member in the College of Education who teaches LGBT-related courses and works with several of that Department's students interested in LGBT issues knew of "No cross-pollination of students." In 2000-2001, there was a faculty-led study group for two semesters with about ten graduate students (from Education to French to Psychology) discussing projects. This individual remembers the "students were frustrated about where they could discuss these issues." Similarly, even among faculty members who have served on the Commission, there is a lack of awareness of what kind of LGBT research or scholarship is specifically being done by Penn State faculty. One of the most active professors on campus admitted, "I don't have a good sense of what is going on in other departments."

Despite the perceived difficulties in doing LGBT-related research and scholarship at Penn State, one graduate student frankly asked, "Who else is going to do it, if not people who have a vested interest in the project?" Identifying fellow faculty members and graduate students conducting or interested in doing such scholarship, however, requires communication.

Cross-College Initiatives & Communication

There is a general lack of awareness of research and teaching that various faculty members are doing related to LGBT-issues. Although there are cross-discipline interest groups within the College of Liberal Arts linking, for example, those faculty and graduate students doing Renaissance studies (e.g., history, modern language), none are LGBT-focused. There is, however, coalition of students trying to have queer theory better integrated into the College of Arts and Architecture. One staff member who was active with the Commission for five years observed, "There is no systematic way for people to be informed." A current member of the Commission echoed this, noting that the academic enterprise has been less a focus of the Commission and that it has been "hard to have a conversation." And, upon hearing about a graduate student interested in doing research to reduce bullying but lacking faculty support, a professor who focuses in this area commented: "It's interesting that someone is doing this kind of study and hasn't contacted me…."

Although I easily identified more than a dozen faculty members doing LGBT research or scholarship, generally only one or two prominent individuals were noted by interviewees—and even in these cases specific knowledge was scant. As one professor offered: "Anyone at Penn State would tell you Tony D'Augelli is doing good work, but wouldn't know much more about exactly what he does." Knowledge about or communication with those engaged in such work appears to end at the borders of a department.

This lack of knowledge or ability to communicate on issues of research and scholarship extend not only across colleges but within them. As one College of Education faculty member stated: "I've never had opportunities to sit around and talk about what we're looking into. Just mind-numbing activities of meeting…. As a faculty, we don't get to talk about our research and scholarship!" Another Education professor commented, "It would be nice to know what other folks in this college are doing. It would be nicer to work together combining together different resources…."

There are, however, opportunities for cross-college exchange of ideas on LGBT-related issues. The Women's Studies Feminist Scholars Lecture Series, for example, brings in six individuals each year. Occasionally, these include LGBT-themes such as Blanche Cook's lecture on Eleanor Roosevelt. There, too, is the Rock Ethics Institute lecture series which includes some events focused on sexualities. Further, the Commission supports several lectureships annually. During the last academic year, there was also a series of six speakers focusing on queer literary studies.

Nevertheless, there are few occasions for faculty members (particularly across colleges) to engage in scholarly dialogue, interdisciplinary research, or teaching on LGBT-related topics. There is a graduate special topics course co-taught by two English faculty members but no examples of cross-departmental taught courses. There, too, are a few scattered examples of graduate students working across college lines (a school psychology student working with a professor in Human Development) in pursuit of LGBT scholarship and research but no examples of cross-college faculty engaged in research or scholarship. A couple of informants noted the potential for interdisciplinary, cross-college funded research. Departments where Request for Proposals (RFPs) could be responded to in collaboration with the College of Education include: Nutrition (AIDS); Bio-Behavioral Health (Peer Education) as well as the Medical Center and the Law School.

Although the Commission does provide one venue for LGBT faculty and allies who serve as members to meet and discuss campus issues, the lack of information was apparent in the College of Education. With the exception of one professor, there was no knowledge about pending efforts to pursue a university-wide LGBT-minor (although one education class was listed as supplemental) and little awareness that two individuals from the College currently served on the Commission. Further, among faculty members outside of the College of Education, there was little if any knowledge of any CoE professor teaching or doing scholarship in this area. In fact, most of those interviewed for this forensic study expressed surprise that the College of Education had taken any initiative related to LGBT issues (This was quickly followed by guarded enthusiasm).

Faculty members outside of the College of Education were asked the degree to which they would be interested in becoming involved with a LGBT-related educational experience, such as using poetry with teachers to address homophobia or the infusion of gay and lesbian history. "This would be *very* out of the ordinary," observed one professor who was enthusiastic about such a possibility. Although most expressed interest, a few had little interest. A successful model already in

place at Penn State is the Civil War Era Institute that conducts a summer program for teachers.

VIABILITY OF AN INTERDISCIPLINARY CENTER

Any discussion with participants regarding new initiatives by the University related to LGBT-issues inevitably led to the legacy of failed domestic partner benefits initiative. For some, efforts to now sponsor an undergraduate minor or to consider avenues of integrating LGBT interest around a College of Education summer institute or interdisciplinary center is met with, at best, mild skepticism. "If you ask any member of the LGBT faculty or ally, the administration will throw out a lot of smoke because of the gutting of partner benefits." Others, however, are more optimistic or at least willing to suspend doubt. As one faculty member declared: "Time is right for something academic to happen."

THE UNIVERSITY AND NATIONAL CONTEXT

The concept of an interdisciplinary center is both an old and new idea. The first major report on LGBT campus concerns, issued by the Committee on Lesbian & Gay Concerns in 1992, recommended the formation of a Lesbian, Gay and Bisexual Studies Center which "like many other interdisciplinary centers throughout the University" would "undertake cutting-edge inquiry…."[16] The proposal was that the Center be housed within one college and directed by a faculty members within that college. Although specificity was lacking, it is most likely that the Committee envisioned a center similar to centers for LGBT studies in the humanities and social sciences (e.g., the Center for Gay and Lesbian Studies [CLAGS] at the City University of New York). Several years later, Professor Tony D'Augelli followed up with efforts for a center to be housed in Colleges of Health and Human Development and the College of Liberal Arts. This initiative, however, never gained ground as it lacked administration support.

Interdisciplinary centers are most often found within the humanities or social sciences. There is no such institute or center in the United States that focuses on a tripartite LGBT-agenda of research, policy studies, and outreach in education or the professions. Although organizations such as the Lesbian and Gay Task Force, the Institute for Gay & Lesbian Studies, and the Gay, Lesbian, and Straight Educators Network focus on one or more of these areas, the advocacy nature of their mission makes research and policy work problematic.

These organizations also lack the resources of a university and the authority to offer coursework or degrees. While some universities offer undergraduate minors or majors in variations of gay studies, at the graduate level such programs have been focused in the humanities and social sciences. The Center for the Study of Gender and Sexuality, founded in the fall of 1999 at New York University, offers an interdisciplinary undergraduate major and minor. Overseas, the University of Manchester will launch its Gender, Sexuality, and Culture MA program next fall. However, the only graduate degree program specifically focused on sexualities that addressed the professions is the Master's of Arts program at San Francisco State University (See Appendix F). Students, however, who wish to pursue advance graduate work in this area or to focus specifically on LGBT studies and who have

as their primary focus public education are not served by these programs. Considering such a program at Penn State is consistent with one of the goals outlined in the University's *Framework to Foster Diversity* (1998) that calls for the establishment of "a working committee to develop strategies for establishing programs in fields like Asian American, Disability, Hispanic/Latino American, and Lesbian, Gay and Bisexual Studies."[17]

The conceptual framework for a "center," envisioned as a starting point for conversation by the initiators of this one-week visit, was as follows:

> [W]e propose the funding of an exploratory forensic effort involving selected PSU members and an outside consultant… designed specifically to investigate the possibility of locating such a linkage effort *within our college* (e.g., a Center for Research, Outreach and Policy Studies in Lesbian, Gay, Bisexual and Transgender Issues within the Professions). The central mission of such a center would be to engage in cutting-edge inter-disciplinary scholarship and cross-departmental colleagueship, to pursue critical research related to issues of public policy and professional development, and to provide high-visibility professional outreach and graduate education-all from the vantage point of *education*.[18]

Consequently, various faculty members and staff interviewed during this forensic study were asked to comment on the viability of such a "Center," and–at the request of the Dean of the College of Education–I was asked to identify sources of potential funding.

CITED ADVANTAGES

Among the most often cited advantages by participants was: 1.) the potential for a center to foster collaboration among faculty and students within and between various colleges and departments; 2.) identify and target external research funding; and 3.) advance knowledge and enhance faculty visibility. These and other advantages are listed below:

- Connection between proposed undergraduate minor and graduate studies and center, enhancing both
- Grant identification, administration, and coordination
- Enhance outreach efforts through continuing education credit and public broadcasting
- Providing conferences similar to Gerontology Center and tied to publications
- Knowledge production and dissemination
- Faculty careers advanced
  - Publications
  - Networking
  - Funding
- Better outreach to multiple campuses

- Would get at much more subtle forms of heterosexism–"even sponsoring of the proposal by two heterosexuals led to certain presumptions."
- Research into Action–to make a difference in people's lives
- As an important recruiting tool for students and faculty
- Could integrate people with knowledge of at risk learner and rural education
- Connect and further facilitate graduate research within and outside the College of Education
- Promotes an innovative cross between the professions and the disciplines that "holds great promise"
- Allow for natural linkages with other centers such as College of Communications' Center for First Amendment Rights
- "Because of split [among some LGBT faculty/staff] "it [Center] will actually help everything."
- Center could interface well with current LGBTA Resource Center via graduate student practica and internships from the College of Education

Cited Disadvantages

Chief among the disadvantages noted was political fall-out from state legislators and financial implications from donors. These and other disadvantages are listed below:

- Do not use monies from 16% state funds
- There is a very vocal faculty group who bring in big money to the University opposed to any efforts on LGBT equity
- "If revenue generating is critical for it, are we doing it for the money? If we do a great institute but break even does it constitute success?"
- "The College must anticipate backlash. It will happen. The only question is how we will respond to it."
- "Pre-tenure faculty will still be leery, however, until the Center as been institutionalized."
- Local and state groups opposed to LGBT issues
- Withdrawal of administration support after faculty investment

Faculty & Administrator Comments

In consideration of these advantages and disadvantages, there was nearly unanimous support for further development of this idea:

- "To pull it off you don't need 50% to make this happen, just a handful of people who are willing to put energy into it." The person continued, "There are certainly enough people here–even to fill up a week of your time!"
- "Puts Penn State on the map for doing the right thing!"
- "Area is now a legitimate focus for scholarship. Feds are beginning to put out money…. The time is ripe for something like this."

- "Among the Dean's four initiatives, one is cultural diversity, shouldn't that include sexual orientation?…. But, For the most part we just talk the talk about cultural diversity."
- "If we coordinate our efforts we could be more effective in our teaching efforts, outreach activities, and research. This is consistent with our land grant mission."
- "A center would be a great leap forward, capitalizing on the strength of Penn State resources."
- "If we don't do it, someone will. Gives us an opportunity to be on some cutting-edge work."
- "Opportunity for the university to be at the forefront rather than jumping on band wagon like the Africana Center."
- "Historically our department has not had grant writing as a major focus, this could change that."
- "Long-term impact for funding would have big impact for students."
- "It would be an important message that says, 'I can get tenure with my work with a center that focus on this and recognizes the national prominence of Penn State in this area across the university. It is a strength of the University."
- "I don't see the need for more institutes." Nevertheless, Ed School's initiative would be valuable if the focus was on "intervention and advocacy."
- "Counseling Ed mission is not always related to others in the College. We are looking for ways to be connected. This would be one way!"

Clearly, a center along these lines falls within two of the four planning themes prioritized by the College of Education (diversity and collaboration) as well as the goals of strengthening research and meeting the needs of at-risk learners.[19] It is also consistent with the seven challenges recently laid-out by the College in the *Assessment of Progress Toward Implementing a Framework to Foster Diversity at Penn State* as well as the Dean's charge to the Diversity and Community Enhancement Committee.[20] One administrator, in fact, underscored the potential of a center as a means to increase diversity, foster acceptance, and combat prejudice. However, given the resources needed for its inauguration and the obstacles that such a center would likely face, some suggested a step-by-step approach. Creating it "little-by-little over time," one strategy would be to begin with a summer institute or international conference, focusing on issues ranging from bullying and at-risk issues, to matters of pedagogy and curriculum, to career advisement and conversion therapy. Several faculty members outside of the College of Education expressed interest in participation. One noted that with an "initiative of the College like putting on a conference, other faculty could piggy-back on that."

A College of Education faculty member stressed, "Our actions should not be dictated by this context, but we should be aware of it." The obstacles—political, financial, and academic—are formidable. One charge of this forensic visit was to explore the viability of a center, institute or other institutionalized vehicle for conducting research, policy, and outreach on LGBT issues in the professions. There is much to be gained, however, by considering a broader focus that also falls within the mission of the College of Education and that does not

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marginalize these issues. This is a viewed shared in a Report of the Diversity Review Team that was convened by President Graham Spanier:

> While concerns about race, gender, disability, and sexual orientation are based on historical treatment leading to the need for legal protections, the institution could benefit from discussions on how to respond to other areas of diversity including promoting dialogue that supports expanded worldview…. Students from all backgrounds voices a strong desire for curricula that fosters an expanded worldview and fully equips them to work as professionals in an increasingly diverse nation.[21]

During an informal conversation with W. Terrell Jones, the Vice-Provost for Educational Equity, we discussed how a center that had as its basis prejudice reduction and anti-oppression education could simultaneously address a number of concerns. These include: the explosion of hate-groups and minority-directed violence, the proliferation of single-issue centers, the socio-psychological basis for prejudice and educational interventions, and the relational properties of various oppressive "isms" such as racism, anti-Semitism, heterosexism, classism, and sexism. Similarly, my conversation with two State College Area School District administrators found that such an approach "would be much more positively received." Highly enthusiastic about such an initiative, a broader focus on race, gender, sexuality, anti-Semitism, for example, would have greater public school impact and be "much more difficult to attack." A professor outside the College of Education also concurred, stating: "Best way is not separating out LGBT content but helping others do a good job in a larger context."

Whatever the specific mission of a College of Education-initiated center, the ability to attract external funding would be central to its effectiveness and longevity.

External Funding

Where might one reasonably expect to find such financial support? In recent years there have been RFPs and funded-initiatives that have explicitly included or supported LGBT-research related, including National Institute of Mental Health, National Institute for Child Health and Human Development, the Annie E. Casey Family Foundation, and the National Institute on Drug Abuse (For an example of recent call for proposals, see Appendix G). These have ranged from violence and bullying in schools to same-gender partners.

There, too, have been a growing number of foundations that have targeted all or a significant amount of funding to LGBT-related issues in education and/or gay youth:

- Gill Foundation
- Kevin J. Mossier Foundation
- The Rainbow Fund
- Tides Foundation
- John D. & Catherine T. McArthur Foundation
- Annie E. Casey Family Foundation
- W. T. Grant Foundation

- Joyce Mertz Gilmore Foundation
- Ford Foundation

Among these, Penn State faculty and this consultant have direct professional relationships with several, including: Tim Gill and Rick Jung at Gill Foundation; Urvashi Vaid at Ford Foundation; and, Steve Brandwein at the Kevin J. Mossier Foundation. Yet, with a few noteworthy exceptions, faculty members engaged in LGBT research are not aware of such resources or funding that is available. An integrated initiative by the College of Education would facilitate conversation across departments/colleges and attract monies that would not otherwise come to Penn State.

Another source of external funding is alumni. Lesbian and gay alumni from other colleges have bestowed gifts to their alma maters. The most recent and largest was a $2 million from David Goodhand and Vincent Griski to the University of Pennsylvania for a new home for the Lesbian Gay Bisexual Transgender Center. Businessman and academic Charles R. Williams has recently agreed to donate $2.5 million to the UCLA School of Law over the next ten years-or sooner-to endow the nation's first think tank on sexual orientation law. Mr. Williams also has agreed to make sizable annual donations for current expenditures to allow for the Project to begin operation immediately. The gift will fund research, publications, and events with the goal of stimulating scholarship and teaching in this field.

At Penn State University, there has been no systematic and sustained effort to identify and target gay/lesbian alumni as donors. Nevertheless, the University has received one donation from Richard L. Schlegel for a LGBT Awareness Endowment "to widen student perception about LGBT issues and make a more welcoming environment for all regardless of sexual orientation."[22] There is, too, the Lambda Alumni Interest Group of the Penn State Alumni Association–the first gay/lesbian alumni association to be created in *cooperation* with the university. Founded about a decade ago, this volunteer group was most active several years earlier with annual sponsorship of a homecoming event, a newsletter, and participation in the spring arts festival. Currently, there are about thirty members active among the 200 or so listed alumni. Although the Alumni Association has not been willing to provide access to its database for potential donors, it has provided meeting space and funds for newsletter. Noting "a tremendous potential" for LGBT alumni support, a founding member of the group observed: "Penn State has not been very proactive on this. However, if you have something specific in mind, we can sell that." Lambda's effectiveness in the past includes a successful five thousand dollar challenge grant provided by Mr. Schlegel. Should the College of Education have a specific agenda related to LGBT issues and someone designated to push it forward, this individual felt Lambda could become more active, running well-crafted ads in key gay newspapers as well as identifying past donors for future challenge grants.

Finally, there is an opportunity to collaborate with the Center for Youth and Communities of the Heller Graduate School at Brandeis University. The Center would be interested in exploring potential partnership arrangement with Penn State College of Education should the University decide to move in this direction. Such a partnership would

be oriented toward joint funding applications for collaborative research and outreach activities.

RECOMMENDATIONS

Based upon the data presented in this report, I offer the following recommendations for discussion and consideration by the College of Education:

SHORT-TERM RECOMMENDATIONS

- ✓ Appoint an inter-departmental *ad hoc* committee of College of Education faculty, staff, and students to facilitate cross-departmental communication and to explore College-related issues of outreach, teaching, and scholarship vis-à-vis LGBT educational concerns

- ✓ Develop and prioritize a set of potential outreach efforts on LGBT-related issues to school districts and various agencies and organizations in Pennsylvania that can be served via continuing education credit, public broadcasting, the World Campus, and campus outreach. Only a few examples of such outreach efforts have been cited in this report.

- ✓ Assemble a half-day retreat of core faculty members, staff, administrators, and graduate students from across the University as well as leaders of area school districts, selected state agencies, and professional associations to discuss this report and to outline next steps for the College of Education, with particular emphasis on outreach efforts.

- ✓ Include sexual orientation or knowledge about sexual diversity as a consideration in faculty searches and publish such intent in advertisement and recruitment materials

- ✓ Insure that the proposed climate survey, revision of student evaluations, and professional development activities that are under the charge of the newly formed College Diversity & Enhancement Committee include sexual orientation issues

MID-TERM RECOMMENDATIONS

- ✓ Through an identified cadre of College of Education faculty and staff members, some of whom would have served on the *ad hoc* interdepartmental committee, to:

    - o Implement professional forums or workshops to be offered at the Penn State campus or in a community setting to meet the needs of middle school and high school students, their parents, and the professionals who work with them

    - o Develop and offer LGBT-related education courses through the World Campus

    - o Work with the inter-college committee developing the undergraduate minor

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- o Work with the Commission on Lesbian, Gay, Bisexual, and Transgender Equity and the Provost Office for Educational Equity to systematic survey College of Education faculty and graduate students regarding Penn State's climate for LGBT teaching, research, and scholarship

- o Collaborate with the Commission on a curriculum development plan focusing on graduate courses across the University that should be available to students

- o Collaborate with other university units and faculty in development of curriculum related to LGBT issues

✓ Use the President's Opportunity Fund as a source for an LGBT education faculty hire whose work, in part, would focus on developing outreach efforts and securing external funding

LONG-TERM RECOMMENDATIONS

✓ Produce a radio or television series on LGBT youth and school-related issues through dissemination via the PBS network

✓ Secure external funding matched with university funds to establish a center

✓ Develop an Inter-College Graduate Degree focusing on LGBT or sexualities studies in the professions

HISTORICAL CONTEXT AND BACKGROUND

LGBT ISSUES AT PENN STATE: A BRIEF HISTORY

In 1972, the College of Education elected not to sign off on the teaching licensure of Joseph Acanfora III, a senior undergraduate education major because of his LGBT campus activism as an openly gay student and presumed unfitness to become a teacher due to his sexual orientation.[23] This incident resulted in lengthy litigation. Pennsylvania's sodomy law was overturned in 1980 by the state Supreme Court and the Pennsylvania Department of Education guideline prohibited sexual orientation discrimination in employment in 1987. Meanwhile, the Homophiles of Penn State–once denied recognition–eventually received the support of the University. The group, now known as the Lambda Student Alliance, only received University support after losing a court battle (one of the first cases brought by LGBT students against a university).

In 1991, Penn State added sexual orientation to its non-discrimination clause. That same year, The Committee on Lesbian & Gay Concerns (now the Commission on Lesbian, Gay, Bisexual, and Transgender Equity) was founded. In its major report, *Enhancing Diversity: Toward a Better Campus Climate*, the Committee detailed attitudinal, structural, and invisibility problems on campus. These ranged from 87% of the faculty having no close lesbian or gay friends and 65% of the students believing that LGBT students should remain "closeted," to only one or two university classes taught on lesbian/gay studies, to the absence of any individual assigned to enhance the University's diversity vis-à-vis sexual orientation.[24] Some of the recommendations of this Committee have been enacted during the past decade; others (most notably recommendations regarding curricular integration and domestic partner benefits) remain unaddressed or not implemented.

Reconstituted as a Commission under the administration of President Graham Spanier (one of the Committee's recommendations), it is served by volunteers representing students, staff, administrators, and faculty. The Commission, which is an advisory group to the Vice Provost for Educational Equity, is composed of eight committees. Over the years, it has sponsored a variety of campus activities and addressed issues relating to the campus climate for sexual diversity. Meetings of faculty and staff were continuously held with Commission working with other LGBT-related groups such as the Coalition of LGBT Graduate Students. During this time, the Commission assumed responsibility for the long-running Lecture Series on Contemporary Scholarship on Lesbian, Gay, and Bisexual Lives (originally initiated by Tony D'Augelli) and implemented the Lesbian, Gay, Bisexual Support Network, with an easily accessible list of dozens of individuals who can provide support and information. This expanded in 1995 beyond University Park. Over the years, the Commission has hosted conferences and annually makes awards for outstanding service, ally recognition, and outstanding alumni. There, too, has been involvement and support from the Office of the Vice Provost for Educational Equity, including providing the services of a Senior Diversity Planning Analyst.

In 1999, the Commission secured the services of an outside consultant to evaluate campus resources available to the LGBT community. The Sanlo

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Report primarily focused on issues related to the operation of the Commission and those related to students and student affairs.[25] Since that visit of two years ago, the LGBTA Student Resource Center now operates on campus under the leadership of a full-time director. Currently, substantive discussions are underway between two colleges for the development of an undergraduate minor.

In recent years, much of the effort of the Commission had been on securing domestic partner benefits from the university. Although this was supported overwhelmingly by the Faculty Senate and endorsed by the University President, the lack of support from the state legislature led to President Spanier withdrawing the initiative. Nevertheless, there is informal support for faculty and staff with partners. Within the College of Education, for example, human resources is not LGBT unfriendly and documents in the college (as within the university) refer to "partner" as well as "spouse" except with respect to dental, health, or vision benefits. Further, other short-term financial solutions are being pursued in providing partner support. In October 2001, the Commission celebrated its tenth year anniversary with an evening banquet featuring Barbara Smith, feminist activist and co-founder of Kitchen Table: Women of Color Press.

Other activities have emerged from a climate that has become more hospitable to LGBT issues. Most noteworthy for purposes of this report, was a one-day 2001 conference on LGBT studies with papers presented by Penn State graduate and undergraduate students and an annual one-day workshop (1997-1999), "Understanding Lesbian, Gay, Bisexual, and Transgender Youths." The latter attracted about sixty school personnel, mental health professionals, and others who counsel adolescents from Pennsylvania and several northeast states.

LGBT Issues In Education: An Overview

Three decades since the emergence of the modern homosexual movement there is a slowly emerging space for lesbian, gay, bisexual, and transgender studies within the university. From "Free University" classes and gay student organizations of the 1970s to gay studies and LGBT ombudspersons in the eighties, to queer theory and domestic partner benefits at the turn-of-the-century, public and private universities have responded–in varying degrees–to the concerns, protests, and litigation of its students, faculty, and staff. This, of course, has been part of a larger societal response to demands for equality and visibility among LGBT citizens.

Initial research into "homosexual" issues related to education (including youth and young adults) was centered in psychology with the founding of the *Journal of Homosexuality*, the removal of homosexuality from the American Psychiatric Association's designation as an illness, per se, in 1973 as well as a similar resolution passed by the American Psychological Association two years later. From this period through the late eighties, most gay research relating to education focused on adults (including college students) in a variety of areas, most notably identity development (with some type of linear stage model predicated upon developmental tasks and data gathered from case study or survey research), adjustment and risk behavior (often employing a deficit

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model), HIV-interventions (with particular emphasis on culturally appropriate educational strategies beginning in the late eighties), and homophobia (with a particular focus on inter-correlated traits and demographic variables among homophobes). This work paralleled scholarship and research in other disciplines that adopted an essentialist understanding of sexuality as academics worked within their specific field or discipline.

Since the late eighties and early nineties, we have seen an explosion of research and scholarship as well as professional activities within the field of education. The establishment of LGBT caucuses at the American Educational Research Association, the National Education Association, the Association for Supervision and Curriculum Development as well as the adoption of professional guidelines for inclusion of LGBT issues and students within these and other groups such as the American Counseling Association. Accreditation standards, including NCATE, have included specific references to sexual orientation and the concept of diversity has been broadened to include sexualities within some working in the field of multicultural education. Articles as well as special issues of widely read professional journals have focused on LGBT issues. Research/scholarship on LGBT issues and entire journals have been launched, including the *Journal of Gay & Lesbian Issues in Education*. Areas of greatest focus are adolescent sexual identity, coming out, suicide, sexual behavior, interventions/programs, and the educational environment.[26] However, there have been few efforts and fewer incentives to *interconnect* various research studies and scholarship into a coherent agenda for the development of this sub-field, the execution of public policy, and the preparation of future professionals. The development of this sub-field within education has been hampered by a general absence of its mapping, defined priorities for research, and a disjunction between researchers/scholars, educational policy makers, and practitioners.[27]

Nevertheless, during this past decade LGBT issues have emerged in secondary, middle, and elementary schools. Rates of youth identifying as sexual minorities have increased significantly while the age of "coming out" has decreased. There are now more than two thousand gay-straight alliance youth groups in all 50 states and the District of Columbia, scores of professional books as well as children's and adolescent gay-themed novels have been published, a growing number of children now come from LGBT families, and transgender youth are visible. Visibility has extended to Pennsylvania where in the spring of 2002, an alternative prom for gay, lesbian and transgender youth was sponsored by the Main Line Youth Alliance, attracting about fifty suburban Philadelphia teens in a basement of Wayne's Central Baptist Church and several years earlier a major controversy erupted as the State College School District included sexual orientation in its anti-harassment policies.[28]

Coupled to this growing visibility is recent research documenting the impact of anti-gay prejudice and in-school victimization. Much of this research is now based on large, representative samples detailing the pervasiveness of this problem. For example,

- Nearly 85 percent of adolescents surveyed reported hearing homophobic remarks often or frequently from their school peers
- Educators hearing such remarks generally fail respond to them

- Self-identified GLB students were almost five times as likely as heterosexual students to have missed school because of fears about safety.[29]

These and other acts of prejudice create a compromised educational climate that fails to meet the safety standards specified in the federal No Child Left Behind legislation as well as to place LGBT youth at greater health risks than heterosexual-identified students. This includes being twice as likely as heterosexual peers to report attempting suicide as well as at a higher risk for substance use and abuse.[30] Despite the strong support of professional associations, few teachers or counselors report adequate knowledge or skills in working with sexual minority youth.[31] LGBT youth are an at-risk group that few departments or colleges of education have specifically targeted and that relatively few professionals are skilled to work with. In short, needs of LGBT students remain unmet, their education continues to be compromised, and educational professionals continue to be poorly prepared to address these students' needs and LGBT-related issues. Eight states and the District of Columbia have enacted legislation that prohibits discrimination against LGBT students.[32] Although Pennsylvania is not one of these states, the state Board of Education mandates "that educational programs shall be provided without discrimination on the basis of…sexual orientation…."[33] Failure of educators to respond to anti-gay prejudice and discrimination has resulted in successful legal suits and out-of-court settlements throughout the country, including the Titusville Area School District in southeastern Crawford County with an award of $312,000 to 19-year-old Timothy Dahle. This gay teen had brought suit two years earlier for educators failing to intervene during five years of anti-gay harassment which started with name-calling and obscene jokes progressing to physical assaults and threatening notes. At the beginning of tenth grade, Dahle attempted suicide. Other rural Pennsylvania teens have also experienced intimidation and harassment as well as have been driven by intolerance and a lack of support to attempt suicide. Few adolescents, unlike Timothy Dahle or Greg Congdon, the gay Troy teen star athlete, have had their stories so well known. But, as Dahle's mother commented, "I know our small rural community is not the only place this is going on."[34]

Legal remedies, however, are a poor substitute for fostering an educational environment wherein all children and adolescents can learn without fear of intimidation, the weight of prejudice, or the oppressive silence of invisibility. Although some faculty members within colleges of education have consulted with school districts, conducted research, or testified on LGBT issues, there is no education school in the United States that has undertaken a leadership role on this issue. Meanwhile, progress in Pennsylvania has been slow—particularly outside of metropolitan areas. In November 2002, the Philadelphia school district agreed to hold a series of school-wide tolerance trainings on lesbian, gay, bisexual and transgender (LGBT) issues at University City High School, in response to a complaint of sexual orientation discrimination lodged by a University City faculty member. And, currently the school board in West Chester is reconsidering its decision to name a new $67 million high school after the famed former resident and civil rights leader Bayard Rustin because he was gay and a pacifist.

ENDNOTES

[1] Marshall, D., & Hunt, B. (2002). *Organizing Sexualities Work at PSU.* A Proposal Submitted to the Program Development Fund for Outreach, 19 June.

[2] Memo to Daniel Marshall from Murry Nelson, 10 July 2002.

[3] R. Jones, (1999, November). I Don't Feel Safe Here Anymore. *American School Board Journal.*

[4] The PDEs Home Page is http://www.pde.psu.edu

[5] A good example of this situation in rural Pennsylvania is the recent coming-out story of an adolescent gay athlete, Greg Congdon, who lived in Troy, a town of 1,200 in the northeast part of the state:

> Like many teenagers struggling with homosexuality, the Internet opened up an amazing world. For the first time, Greg learned there were untold numbers of other boys just like him. Many gay youths find this to be an empowering, life-affirming discovery. For Greg, however, the effect was devastating. Like many teenagers struggling with homosexuality, the Internet opened up an amazing world. For the first time, Greg learned there were untold numbers of other boys just like him. Many gay youths find this to be an empowering, life-affirming discovery. For Greg, however, the effect was devastating. Stuck in his small town, he realized how much he was missing. "I saw so many people with boyfriends," he laments. "I didn't know any gay people around here. I didn't think I could ever have what they had, because I was here in Troy."
> http://www.youth.org/loco/PERSONProject/Alerts/States/Pennsylvania/materials.html Accessed December 1, 2002.

[6] 29 Nov 1998.

[7] Cheng, V. (1999, March 16). Board Heard Orientation Testimony: Speakers make highly personal arguments about district's policy on non-discrimination, *Centre Daily Times*

[8] *Committee on Lesbian & Gay Concerns, op., cit.*; D'Augelli, T. (1989). Lesbians and Gay Men Experiences of Discrimination and Harassment in a University Community. *American Journal of Community Psychology, 17,* pp 317-321; Rankin, S. (1994). *The Perceptions of Heterosexual Faculty and Administrators Toward Gay Men and Lesbians.* Unpublished doctoral dissertation. The Pennsylvania State University.

[9] The differences of opinion regarding the focus of the Commission, particularly with respect to faculty/staff versus student concerns is well articulated in Sanlo, R. (2000, January). *Pennsylvania State University Commission on Lesbian, Gay and Bisexual Equity, Consultation Visit,* pp. 9-10.

[10] Penn State Pulse (2002, Oct.) *LGBTA Climate.* Penn State University: Division of Student Affairs.

[11] Sanlo, *op. cit.*, p. 25.

[12] *Penn State Pulse Survey #100.* (October 2002). Raw Data, p. 12.

[13] *Ibid.*, pp. 13, 16

[14] *Ibid.*, Appendix A., pp. 13-14

[15] *Recommendations of the Curricular Integration Subcommittee of the Commission on LGBT Equity regarding a new minor.* Meeting Minutes of 23 September 2002.

[16] Committee on Lesbian & Gay Concerns (1992). *Enhancing Diversity: Toward a Better Campus Climate.*

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[17] *Framework to Foster Diversity at Penn State, 1998-2003.* (1998, February), p. 34.
[18] *Organizing Sexualities Work at PSU, op., cit.*
[19] College of Education (2002). Strategic Planning: 2002-2003 Through 2004-2005. Available on-line at http://www.ed.psu.edu/strategicplan/CoeStrategicPlan.pdf
[20] Available at http://www.ed.psu.edu/diversityplan/DiversityReport.pdf and http://www.ed.psu.edu/diversitycommittee_02.pdf
[21] *Report of the Diversity Review Team,* 14 January 2002, p. 6. www.equipty.psu/reports/ReviewReport.html Accessed 14 November 2002.
[22] *Statement of Intent for the Richard L. Schlegel LGBT Awareness Endowment,* May 2001.
[23] The Trial of Joseph Acanfora, Penn State and Institutionalized Homophobia (1972). The Reading of a Judicial Hearing: The Transcript, Joe Acanfora vs. the Deans. *The Daily Collegian,* July 28, 1972. A segment of that transcript that reflects the tone of the hearing follows:

> **VanderMeer:** Yes, the question which is first on the list is: Are the statements attributed to you in the press, such as The Daily Collegian of May 12, 1972, in which you were quoted as saying that you're a homosexual, correct?
> **Acanfora:** Well, the statement, "I am a homosexual." It is true to the extent that I am presently defining homosexual. Well ... I do presently have emotional and physical, psychological and sexual and love feelings toward both men and women. The feelings right now which are the most meaningful to me are those directed toward my male friends.
> **VanderMeer:** Would you say that you have, in the vernacular of society, "come out?"
> **Acanfora:** Well ... what do you mean by "come out?"
> **VanderMeer:** I thought maybe that term was familiar to you.
> **Acanfora:** Well, really, it's used by many people in different ways so I won't assume how you mean it.
> **VanderMeer:** I think the meaning that I would attach to it is as follows. Have you made public contact with homosexual informal and formal organizations, etc., acknowledging....
> **Acanfora:** I am a member of the Homophiles of Penn State.
> **VanderMeer:** Then, I would like to ask further: What homosexual acts do you prefer to engage in or are you willing to engage in?
> **Acanfora:** Which homosexual acts?
> **VanderMeer:** Yes, which acts of expression of love, as you put it, for male friends?
> **Acanfora:** Well, there's a certain tradition of respect for privacy in our country, and especially in an academic community, and I would think that I would ask you to withdraw that question with respect to that.
> **VanderMeer:** I don't withdraw the question, but you obviously don't have to answer any questions you don't want to answer.

[24] Committee on Lesbian & Gay Concerns (January 1992). *Enhancing Diversity: Toward a Better Campus Climate.*
[25] Sanlo, R. (2000, January). *Pennsylvania State University Commission on Lesbian, Gay and Bisexual Equity, Consultation Visit.*
[26] Sears, J. (2001). *The State of the Field of Lesbian, Gay, Bisexual & Transgender Issues in K-16 and Professional Education, 1987-2001,* Paper presented at the American Educational Research Association. For an overview of the emergence of educational research on gay and lesbian

issues, see Tierney, W., & Dilley, P. (1998). Constructing Knowledge: Educational Research & Gay and Lesbian Studies. In W. Pinar (Ed.). *Queer Theory in Education* (49-72). Malwah, NJ: Lawrence Erlbaum. For a review of research literature on adjustment problems experienced by gay, lesbian and bisexual adolescents, see: Anhalt, K., & Morris, T. (1998). Developmental and Adjustment Issues of Gay, Lesbian, and Bisexual Adolescents: A Review of the Empirical Literature. *Clinical Child and Family Psychology Review, 1*(4), 215-230; Herek, G. (Ed.) *Stigma and Sexual Orientation*. California: Sage Publishing. For a review of the population-based studies relating to anti-gay harassment, see Reis, 1999. For a review of research literature on suicide, see Kulkin, H., Chauvin, E., & Percle, G. (2000). Suicide Among Gay and Lesbian Adolescents and Young Adults, *Journal of Homosexuality*, 4(1), 1-30.

[27] There have been various attempts to bring together practitioners, policy makers, and scholars including a recently Mossier-funded gathering at the University of Minnesota in October 2002. For a recent critical analysis of LGBT-youth related research, see: Savin-Willimas, R. (2001). A Critique of Research on Sexual-Minority Youths. *Journal of Adolescence*, 24: 5-13.

[28] Gray, C (June 9, 2002). Alternative Prom Lets LGBT Teens Join the Fun, *Philadelphia Inquirer*; Cheng, V. (1999, March 16). Board Heard Orientation Testimony: Speakers make highly personal arguments about district's policy on non-discrimination, *Centre Daily Times*

[29] Gay, Lesbian, Straight Education Network. (2001). *National School Climate Survey: The School Related Experiences of Our Nations LGBT Youth*. New York, NY: Author; Callahan, C. (2001). Protecting and Counseling Gay and Lesbian Students. *Journal of Humanistic Counseling, Education & Development*, 40(1), 5-10; Bontempo, D., & D'Augelli, A. (2002). Effects of At-School Victimization and Sexual Orientation on Lesbian, Gay, or Bisexual Youths' Health Risk Behavior. *Journal of Adolescent Health, 30*, 364-74; Garofalo, R., Wolf, R., Kessel, S., Palfrey, J., & DuRand, R. (1998). The Association Between Health Risk Behaviors and Sexual Orientation Among a School-Based Sample of Adolescents. *Pediatrics*, 101(5), 895-902.

[30] D'Augelli, A. (1998). *Developmental Implications of Victimization of Lesbian, Gay, and Bisexual Youths*. In G. Herek (Ed.) *Stigma and Sexual Orientation. California*: Sage Publishing. (pp. 187-210); DuRant, R. Krowchuk, D., & Sinal, S. (1998). Victimization, Use of Violence, and Drug Use at School Among Male Adolescents who engage in Same-Sex Sexual Behavior. *The Journal of Pediatrics, 133*(1), 113-8; Jordan, K. (2000). Substance Abuse Among Gay, Lesbian, Bisexual, Transgender, and Questioning Adolescents. *School Psychology Review, 29*(2), 201-206; Russell, S., Driscoll, A. & Truong, N. (2002). Adolescent Same-Sex Romantic Attractions and Relationships: Implications for Substance Use and Abuse. *American Journal of Public Health*, 92(2), 198-202; Russell, S., & Joyner, K. (2001). Adolescent Sexual Orientation and Suicide Risk: Evidence from a National Study. *American Journal of Public Health, 91*(8), 1276-81.

[31] Fontaine, J. (1998). Evidencing a Need: School Counselors' Experiences with Gay and Lesbian Students. *Professional School Counseling, 1*(3), 8-14; Price, J., & Telljohann, S. (1991). School Counselors' Perceptions of Adolescent Homosexuals. *Journal of School Health, 61*(10), 433-438; Sears, J. (1991). Educators, Homosexuality, and Homosexual Students: Are Personal Feelings Related to Professional Beliefs? *Journal of Homosexuality. 22*(3/4), 29-79; Telljohan, J. &

Price, S. (1993). A Qualitative Examination of Adolescent Homosexuals' Life Experiences. *Journal of Homosexuality, 26*(1), 41-56.

[32] Gay, Lesbian and Straight Education Network (GLSEN) (2002). *State of the States 2002: GLSEN's Policy Analysis of Lesbian, Gay, Bisexual and Transgender (LGBT) Safer Schools Issues. Available at http://www.glsen.org/binary-data/GLSEN_ARTICLES/pdf_file/1397.pdf*

[33] Lambda Legal Defense and Education Fund and GLSEN (2001).

[34] Teen Sues School District Over Anti-Gay Harassment, Associated Press, June 26, 2000; Weiss, G. (17 January 2001). Gay Teen to Get $312,000 Settlement, *Erie Times-News*. Although Title IX does not prohibit discrimination on the basis of sexual orientation, sexual harassment directed at gay or lesbian students may constitute sexual harassment prohibited by Title IX. For example, if students heckle another student with comments based on the student's sexual orientation (e.g., "gay students are not welcome at this table in the cafeteria"), but their actions or language do not involve sexual conduct, their actions would not be sexual harassment covered by Title IX. On the other hand, harassing conduct of a sexual nature directed toward gay or lesbian students (e.g., if a male student or a group of male students target a lesbian student for physical sexual advances) may create a sexually hostile environment and, therefore, may be prohibited by Title IX. It should be noted that some state and local laws may prohibit discrimination on the basis of sexual orientation. Also, under certain circumstances, courts may permit redress for harassment on the basis of sexual orientation under other federal legal authority…. A hostile environment can occur even if the harassment is not targeted specifically at the individual complainant. For example, if a student or students regularly directs sexual comments toward a particular student, a hostile environment may be created not only for the targeted student, but also for others who witness the conduct." *Sexual Harassment Guidance*, 62 Fed. Reg. 12039 (http://www.ed.gov/legislation/FedRegister/announcements/1997-1/031397b.html Last Accessed December 1, 2002)

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APPENDICES

Forensic Study Visit
November 11-15, 2002

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APPENDIX A
List of Project Interviewees

Judy **Albin**, Senior Assoc. Director, Union & Student Activities

Anthony **D'Augelli**, Human Development

Thomas **Bernard**, Criminal Justice

Robin **Becker**, English

Kathleen **Bieschke**, Counselor Education

Trevor S. **Brown**, Public Relations Chair, Coalition of LGBT Graduate Students

Lori D. **Ginzberg**, History

Jeff **Hayes**, Counseling Psychology

Gerald K. Henry, Jr., Human Resources, Chair Employee Concerns Committee of the Commission on LGBT Equity

Brandon **Hunt**, Counselor Education, Counseling Psychology, and Rehabilitation Services

Elizabeth **Jenkins**, English, Co-Chair of the Commission on LGBT Equity

Vincent **Lankewish**, English

J. Daniel **Marshall**, Curriculum & Supervision

Connie **Matthews**, Counselor Education

David **Monk**, Dean, College of Education

Murry **Nelson**, Department Head, Curriculum & Instruction, College of Education

Patricia **Nelson**, Associate Dean, College of Education

Sue **Rankin**, Senior Diversity Planning Analyst, Vice-Provost for Educational Equity

Sharon **Salter**, Asst. Dir., Special Education, State College Area School District

Richard **Schlegel**, Penn State alumni and LGBT Penn State donor

Robert **Seeds**, Jr., Mathematics Librarian and co-founder of the Lambda Alumni Interest Group of the Penn State Alumni Association

John **Sheridan**, Director, Learning, Enrichment & Student Services, State College Area School District

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Alison **Subasic**, Director, LGBTA Student Resource Center

Frank Clayton **Worrell**, Educational/School Psychology

APPENDIX B

Sears' Final Itinerary

MON. NOV. 11

10:30-12:00	Tony D'Augelli Meet at Starbucks
1:00-1:30	Robin Becker 10 Burrowes Bldg.
2:00-3:00	Dan Marshall, Brandon Hunt 150 Chambers
3:00-4:00	Patricia Nelson 277 Chambers Bldg.

TUES. NOV. 12

11:00-12:00	Allison Subasic 101 Boucke Bldg.
12:30-1:30	Frank Worrell 104 Cedar Bldg.
3:00-4:00	Lori Ginzberg 410 Weaver Bldg.
5:30	Pat Nelson, Patricia Book NLI

WED. NOV. 13

9:00-9:45	Connie Matthews 333 Cedar Bldg.
10:00-11:00	Judy Albin 207 Hub Bldg.
11:00-11:30	Robert Seeds 112 McAllister Bldg.
12:30-2:00	CI Faculty Meeting/Murry Nelson 210 Chambers Bldg.
2:00-3:00	Brandon Hunt
3:00-4:00	Sue Rankin 328 Grange Bldg.

THURS. NOV. 14

9:30-10:00	Jeff Hayes 327 Cedar Bldg.
10-11	Jerry Henry 279 Chambers

11:30-12:30	Kathy Bieschke 331 Cedar Bldg.
12:30-1:30	Trevor Brown 150 Chambers Bldg.
1:30-3:00	Town Meeting 221 Chambers
3:00-4:00	Pat Nelson
4:00	Debra Freedman

FRI. NOV. 15

9:00-11:00	Liz Jenkins 143 S. Burrowes
11:00-12:00	Dean Monk 275 Chambers Bldg.
12:00-1:30	Dan Marshall 150 Chambers bldg.
1:30-2:00	Jennifer Snow 141 Chambers
2:00-3:00	Murry Nelson 141 Chambers Bldg.
3:00-4:00	Sharon Salter John Sheridan 141 Chambers Bldg.

APPENDIX C

Multiracial-Multicultural-Gender Education Equity Regulations and Policies in Pennsylvania

1. Pennsylvania Department of Education guideline prohibiting sexual orientation discrimination in employment [BEC 1987]

2. Pennsylvania Executive Order prohibiting sexual orientation discrimination in employment in state and state-related institutions, and contract compliance [1988]

3. Pennsylvania Board of Education. Revision of Title 22, Chapter 5 to prohibit discrimination in educational programs on the basis of sexual orientation or disability [adopted January 1993 after 2-3 years of public hearings and approved July 1993]

4. Pennsylvania Board of Education Statement of Equity Principles [4 pages], a statement that calls for "multiracial-multicultural-non-sexist curricula" in K through post-secondary schools, and which restates education regulations that *prohibit discrimination* on the basis of "race, sex, color, religion, disability, sexual orientation or national origin" [Adopted January 14, 1993]

5. Title 22. Education. Chapter 235 Code of Professional Practice and Conduct for Educators [1978] calling on professional educators to exhibit consistent and equitable treatment of students, fellow educators and parents, and to respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest.

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APPENDIX D

The Commonwealth of Pennsylvania

Statement of Equity Principles: Excerpt

A goal of the state's educational system is to provide equal opportunity for all students. Educational excellence cannot be attained without educational equity. Each student is entitled to an educational experience that is free from bias and discrimination and that reflects and supports the racial and cultural diversity present in the Commonwealth. Critical components of this experience are:

- a climate that is supportive, nurturing and conducive to learning,
- instruction that is systematic, relevant, and responsive to the diverse needs of students,
- bias free counseling
- broad based bias free assessment, and
- developmentally appropriate curriculum and instructional resources which are gender fair and which reflect racial, cultural, and ethnic diversity.

This Statement of Principles expands upon previous rulemakings 22 PA. Code Chapter 32 and 22 PA Code Section 5.4.

Multiracial, multicultural, and non-sexist education teaches students about the cultural diversity of our society. The program and instruction help students understand the historical and contemporary contributions of men and women from a diversity of cultural and racial groups, including those with disabilities, and the variety of roles open to them. It takes place at all educational levels and helps students develop skills they will need for *lifelong learning, advanced thinking and effective interpersonal and intergroup relations. The goal is to maximize the potential of all students regardless of race, cultural heritage, religion, gender, sexual orientation or disability.* The educational program, materials and instruction provide equal opportunity to all and result in maximum outcomes for all. Differences in levels of outcome attainment which are systematically related to racial, cultural, or gender group membership suggest that the educational program is not bias free…. All students regardless of the degree of diversity in their own educational institutions respect and appreciate diversity in order to be successful in a culturally diverse world and transcend racial, ethnic, and cultural boundaries in order to participate effectively in our democratic way of life.

APPENDIX E

Courses Identified as Possibly Appropriate for a LGBT Minor

African and African-American Studies : AAA S 201 (GS; DF) Gender Dynamics in Africa (3). Critical analysis of multidisciplinary research on relations between men and women in Africa combined with critique of Western feminist theories.

Anthropology: ANTH 474 Ecology of Gender (3). Survey of the human biology and cultural ecology of gender. Prerequisite: ANTH 021 or BIOL 101.

ANTH 476W (WMNST) Anthropology of Gender (3). Cross-cultural construction of gender and sex roles, theories of gender construction; case studies and practical effects. Prerequisite; 3 credits of women's studies or anthropology.

Biobehavioral Health: BB H 146 (GHA) Introduction To Health And Human Sexuality (3) An examination of human sexuality as it relates to health.

BB H 446 Human Sexuality as a Health Concern (3). Examination of human sexuality as an integral part of basic health education and health care for persons of all ages. Prerequisite: Biol 341. (Pat Koch).

Biology: BIOL 341 (GN) Biology of Sex. (3) Basic structure and function of the human reproductive system. Physiology of gametogenesis, fertilization, contraception, gestation, parturition, lactation, and sexual behavior.

Education: EDUC 406 Human Sexuality (3) Examination of physiology, diseases, attitudes, morality, and controversial topics related to sexuality. Consideration of sex education in the school curriculum.

English ENGL 135 (GH, GI) Alternative Voices In American Literature (3). United States writers from diverse backgrounds offering varying responses to issues such as race, class, gender, and ethnicity.

History: HIST 455 (GI) Lesbian and Gay History (3) Critical exploration of the history of sexuality, focusing especially on the emergence of modern lesbian and gay identities. Prerequisite: HIST 117, WMNST 001.

Human Development and Family Studies : HD FS 250 (GI) Sexual Identity Over the Life Span (3). Concepts of affectional and sexual orientation over life span, with emphasis on Lesbian and gay male personal, family, and community adaptation. Prerequisite: 3 credits in HD FS or social or behavioral sciences.

Psychology: PSY 471 (GI) Psychology of Gender (3). Theories and research on gender differences and gender roles. Emphasis on women's

and men's current positions in society. Prerequisite: PSY 002; 3 credits of statistics; 3 credits of research methodology.

Sociology: SOC 110 (GS; GI) (WMNST) The Sociology of Sex Roles (3). Changing sex role expectations of behavior for men and women in contemporary society. (Mike Johnson)

SPCOM 455 (DF) (WMNST) Gender Roles In Communication (3) Gender-related communication in intimate, casual, and occupational situations. Creating and changing human relationships through interpersonal bargaining and public discourse. Prerequisite: CAS 202.

Women's Studies: WMNST 116 (GS) (HIST) FAMILY AND SEX ROLES IN MODERN HISTORY (3) Effective Date: SP2003 Historical perspectives on the western family since 1500: gender roles, marriage, sexuality, child rearing, and old age; emphasis on United States.

WMNST 194 (GH;DF) (ENGL) WOMEN WRITERS (3) Effective Date: SP2003 Short stories, novels, poetry, drama, and essays by British, American, and other English-speaking
women writers.

WMNST 301 INTRODUCTION TO FEMINIST THOUGHT (3) An interdisciplinary survey of historical and contemporary feminist theories in both the United States and international contexts. Prerequisite: WMNST 001 or WMNST 003

WMNST 400 (DF) FEMINIST THEORY (3) Consideration of feminist theories of women's experience in transforming understanding, reconceptualizing old problems, raising new ones, and expanding traditional disciplines. Prerequisite: WMNST 301

Special Topics Courses:

BB H 297F (3). Straight Talk (Allison Subasic). This special topics course is not part of the permanent curriculum and does not have a listing in the Blue Book. However, Allison intends to submit the paperwork in the future to give it a permanent number and listing.

PSY 497A Psychobiological Perspectives on Sex and Gender (Dr. Sheri Berenbaum). This course provides a survey and critical examination of the scientific study of sex and gender with emphasis on psychological and biological foundations, including parallels between physical and psychological sexual differentiation. Methods and findings concerning behavioral sex differences will be considered in relation to biological and psychological theories proposed to explain those differences. Throughout the class, emphasis will be placed on differentiating knowledge gained through scientific investigation vs. personal beliefs, critical evaluation of theories and research, and implications of scientific findings for individuals and for society. This course is part of the Psychology Department's efforts to integrate material on the biological bases of psychology throughout the curriculum. If successful, it will be proposed as a standing course. The course will provide in-depth coverage of topics addressed briefly in several existing courses, and provide an opportunity for students to discuss

current controversies in psychological science. The course should appeal to students with interests in gender issues and in the biological bases of psychology. Psychology majors may count the course toward the requirements of the major in category (b), biological/comparative/perception/physiological/sensation.

APPENDIX E

Master of Arts Degree in Human Sexuality Studies

APPENDIX G

Example of Call for Proposal for Research & Funding

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